



What Reading looks like in Goodrich CE (VC) Primary School

Four basic elements run through our whole curriculum. Through the reading curriculum we foster Achieve, Believe, Care and TIPTOP to enable every child to the best they can be.

CURRICULUM INTENT

What a reading lesson looks like in our school.

- Reading fluency, retrieval, inference, and questioning based on a text and a range of stimuli, including Cracking Comprehension.
- Daily Systematic Synthetic Phonic sessions in EYFS and Key Stage One, which follows Little Wandle Letters and Sounds Revised. Keep-up is used to support children not keeping up in Reception, Year 1 and 2. From Year 2+ Rapid Catch-up is used.
- Daily Class story.
- Children reading to an adult.
- Independent reading.

This is our philosophy:

Access to high quality texts with opportunities for high quality modeling and scaffolding reading skills leading to fluent readers who can comprehend. This process will help the children to become happy, confident readers who can transfer these skills into their reading and writing

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 pupils will:

- apply phonic knowledge and skills as the route to decode words, respond speedily (95% fluency) with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- read other words of more than one syllable that contain taught GPCs.
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Lower Key Stage 2 pupils will:**Word reading:**

- apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words, they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read.
- understand what they read; in books they can read independently.
- retrieve and record information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say.

By the end of Key Stage 2 pupils will:**Word reading:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1.
- both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read.
- understand what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statement of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously.
- explain and discuss their understanding of what they have read, including formal.
- presentations and debates, maintain a focus on the topic and using notes where necessary.
- provide reasoned justification for their views.

This is how it works:

- each year group has a list of high-quality texts to encourage the children to read for pleasure.
- in EYFS phonics is structured throughout the year, which is built on week-by-week, term-by-term.
- in KS1 phonics is structured throughout the year, which is built on week-by-week, term-by-term and are based upon end of KS expectation.
- opportunities to revisit certain sets are set out over the year and this is a reactive process.
- KS1 and KS2 have reading sessions with texts based upon end of Key Stage expectation.
- by the time children leave Year 6, they will have covered a wide genre of texts and styles which will foster their love for reading.
- links with other areas of the curriculum are made, which involve texts and vocabulary to provide more meaningful learning.
- raising the love of reading through various means. For example: class reading, class discussions, book sharing with adults to children, children to adults, children to children, book reviews, competitions, author interactions, engagement with parents, children reading at home initiatives.

This is what the adults do:

- learning walks/monitoring to ensure that reading is being taught.
- support, encourage and foster a love of reading.
- adults hear children read.
- adults record reading in child's reading record book.
- inform/guide parents on how to support their child's reading at home.
- members of staff read a class story on a daily basis (a record is kept of books read).
- research new innovative techniques/programmes to support the teaching of reading.
- network with other schools and reading/literacy coordinators.

This how we support:

- use of coloured overlays/paper for preferences.

For children identified to require intervention in addition to main class teaching:

- children are assessed on entry point.
- clear targets are highlighted and prioritized.
- small group/1:1 adult support is then put in place.

For all other children:

- we use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. Then they receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the next teaching.

This is what you might typically see:

- happy and engaged learners.
- open ended questioning.
- different representations of texts.
- paired/group/1:1 work.
- a range of different activities.
- self-motivated learning.
- TIPTOP learning.
- children talking positively about reading, sharing and reflecting on their learning and how it can relate to real situations.

This is how we know how well our children are doing:

- analysis of data – per term.
- analysis of assessments/test results.
- pupil progress meeting.
- marking/feedback.
- targeted use of Tas.
- discussion with Tas.

This is the impact of the teaching:

- confident children who can talk about what they have read.
- children who are enjoying their learning in reading sessions.
- depth of understanding/application in different reading skills.
- children ready for the next step in their education.